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ABSTRACT

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document covers various periods of United States History. (CK)

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PM 431 - 30

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

U.S. COLONIZATION TO INDEPENDENCE

LEVEL: II

UNIT: 2

LESSON: 1

AC014044

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

Did you ever wonder why our country is the way it is today? Why, for instance, do we have fifty states united under one central government? Why do we have a central government at all? For that matter, why is the United States one country instead of fifty different countries?

It would be easy to simply say "Well, it just happened that way." But the real question is why did it "just happen that way."

At one point in our history we were a British colony, loyal to the King of England. If history had been different, we would be speaking with a British accent today. And why is it that we as citizens have a voice in our government? Why do we have elections and a President instead of a King? We might have been a country ruled by the rich or by a dictator. But we vote for our rulers.

And why is it that we have the problems that we do today? Could the racial prejudice and poverty which we know in some areas of our country have been avoided? Why do they exist, and what do we do about them now? Why is it often difficult to pass laws in Congress?

In the 175 years that the United Stated has existed, there were many paths which our country might have taken. The following lessons will give you some idea of the path we did take and how our nation became what it is. You will see a country born in the blood and destruction of a revolutionary war. You will understand why our fifty states are united, and how that union was almost destroyed. And you will understand why we still have the problems that we do. Even more than a lesson, the history of the United States is an adventure in the struggle for democracy.

1.

When America was first discovered, most of its lands were claimed by three European countries: England, France, and Spain. France and Spain sent explorers, adventurers, missionaries, and soldiers to America, but they never made large-scale settlements.

England, however, sent colonists who settled all along the East coast of North America. Colonists are people who are members of a colony. A colony is a group of people who leave their native country to settle and make their homes in another land. Colonists remain citizens of their native country.

Which of the following would be called colonists?

- ☐ Spanish adventurers making numerous trips to America in search of gold
- ☐ English farmers building homes and raising tobacco in Virginia
- ☐ French explorers making maps of the Great Lakes area

English farmers building . . .

2.

There were many reasons why colonists came to America. Some people came for the adventure of settling a new land. Others came to make a better life for themselves and their families.

Captain John Smith, a famous English adventurer, led the first English expedition* to the Virginia Colony. He explored much of the land around Virginia, and became friendly with the Indian tribes.

Germans who could not afford more than a patch of land in Germany went to Pennsylvania where land was free for the taking. They settled the land and developed farming communities.

John Smith came to America for:

- ☐ a better life
- ☐ adventure

adventure

The Germans came to America for:

- ☐ a better life
- ☐ adventure

a better life

*An expedition is a journey or trip undertaken for a special purpose, such as exploration of a new country.

3. What was the importance of the Declaration of Independence?

a. ☐ It made George Washington the first President of the United States.

b. ☐ It made the thirteen colonies into thirteen independent countries.

c. ☐ It said that governments should be set up to protect the rights of individuals.

d. ☐ It said that the colonists were no longer under the rule of the British king.

e. ☐ It urged reconciliation with England.

4. MARK an X next to those items that are true concerning the Revolutionary War:

a. _____ It ended when the British surrendered.

b. _____ It ended with a peace treaty called the Declaration of Independence.

c. _____ It was the only war ever lost by the United States.

d. _____ It was won by the Indians.

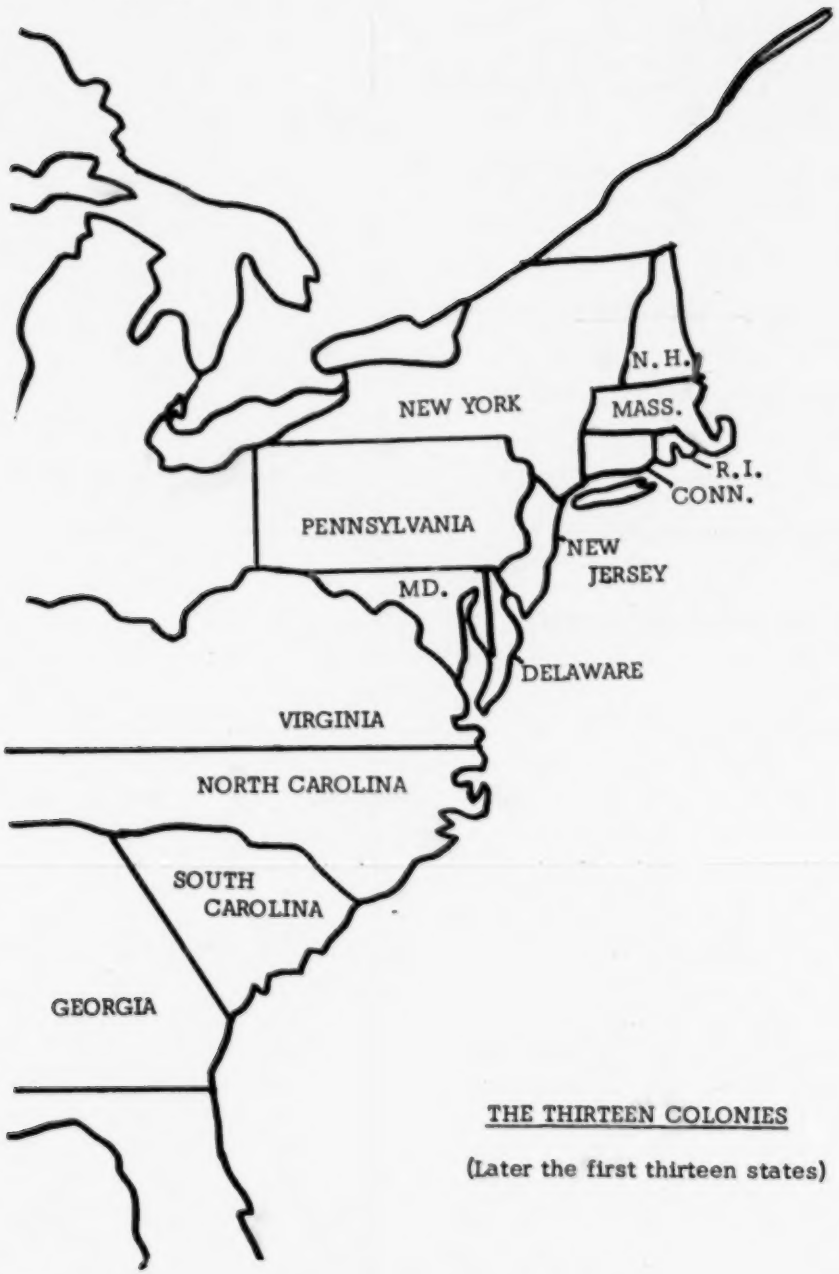
e. _____ Washington was Commander-in-Chief of the American troops.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

* U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 388-837

PANEL 1



THE THIRTEEN COLONIES

(Later the first thirteen states)

3.

Another important reason for coming to America was to escape religious persecution. (To be persecuted means to be treated cruelly or unfairly because of one's beliefs, especially religious beliefs.)

The Puritans were a Protestant group who left England for religious freedom and settled in Massachusetts. Lord Baltimore founded the colony of Maryland as a home of religious freedom for Catholics.

Which groups listed below settled in America to escape religious persecution?

- ☐ Irish prisoners of war sent to Virginia as forced laborers
- ☐ Swiss Protestants in Georgia
- ☐ members of the Quaker religion in Pennsylvania
- ☐ Negro slaves brought to North Carolina to be field workers

Swiss Protestants in Georgia

members of the Quaker . . .

4.

High land rents and high taxes forced other colonists to come to the new country. Land in America was given freely and, in the beginning, no taxes were collected. The German farmers mentioned earlier came for this reason as well as for a better life.

MATCH the following groups with the reasons for their coming to America:

A. Adventure

B. Better life and to avoid high land rents and taxes

C. Escape religious persecution

1. _____ Puritans in Massachusetts
2. _____ French explorers of the Great Lakes
3. _____ German farmers in Pennsylvania
4. _____ Lord Baltimore and the Catholics of Maryland
5. _____ Captain John Smith of Virginia

1. C
2. A
3. B
4. C
5. A

5.

By the middle of the 1700's the American settlements had become the Thirteen Colonies. These colonies eventually became our first thirteen states.

REFER TO PANEL 1

Panel 1 shows you the locations of the Thirteen Colonies. You can see that the boundaries were somewhat different than they are today. What is now Maine was part of Massachusetts. Vermont was part of New York. West Virginia was part of Virginia.

Which of the following were part of the first thirteen colonies? (Check your map.)

- ☐ Ohio
- ☐ Pennsylvania
- ☐ New York
- ☐ Illinois
- ☐ Kentucky
- ☐ Georgia

Pennsylvania
New York

Georgia

1. Which of the following are reasons why people came to settle in America during the 1600's?

   a. ☐ Businessmen hoped to set up a profitable trade with the Indians.

   b. ☐ Farmers wanted to escape high land rents and high taxes.

   c. ☐ Some people sought freedom from religious persecution.

   d. ☐ Some people were looking for adventure, and a better way of life.

   e. ☐ They wanted to start a new country so they could make war against England.

2. Which of the following are reasons why the colonists wished to separate from England?

   a. ☐ because England was sending too many new settlers to America

   b. ☐ because England was taxing the colonists without giving them a voice in government policies

   c. ☐ because England was too far from the colonists to be able to rule them well

   d. ☐ because the colonists wanted to trade with other countries besides England and her Empire

   e. ☐ because the colonists wanted to try out their new armies

   f. ☐ because the English king insulted the President of the United States

Turn to page 20 for questions 3 and 4.

10

6. Although some of the Thirteen Colonies were settled by Germans, Swiss, and other Europeans, by about 1765 they all came under English control and were ruled by King George III and the English Parliament. England kept tight control over the Colonies' foreign trade and foreign policy. They taxed colonial exports and did not permit the colonies to trade with countries outside the British Empire. Who controlled the trade, the foreign policy, and the collection of taxes in the Thirteen Colonies in 1770? ☐ the British ☐ the colonists themselves ☐ the Germans ☐ the Swiss	the British
6a. England's strict control of foreign trade and policy began to affect the colonists more and more. As their production increased, they wanted more freedom to export. They wanted to deal directly with the countries from whom they imported goods. They objected to the fact that their tax money was spent by a government in which they had no vote. Why was it unfair that the colonists had no vote in the English government? ☐ because the colonists had no legal power to protect their own interests ☐ because the colonists had no money and could not pay their taxes ☐ because England's production increased more rapidly than the colonies'	. . . had no legal power to . . .

MASTERY TEST

Time started _____

12

7.

There were three major reasons why the colonists wanted to separate from England:

1. England was too far away to rule them well.
2. They wanted to trade freely with other countries than England.
3. They objected to high taxes.

WRITE 1, 2, or 3 beside the examples below showing which reasons for separation they relate to:

_____	England put the Stamp Act into effect. This gave England the right to tax all licenses, publications, and legal papers written or printed in the colonies.	3
_____	English government agents were answerable only to England and had a free hand in the colonies. They had blank search warrants and could invade any colonist's home with or without cause. In many cases, trail by jury was denied to the colonists.	1
_____	Massachusetts, Rhode Island and Connecticut had a very prosperous trade with West Indian Islands for molasses to make rum. England outlawed this trade, which threatened these colonies with financial ruin.	2

COLONISTS	people who leave their native country to settle in another land, but remain citizens of their native country
EXPEDITION	trip undertaken for a special purpose such as the exploration of a new country
REASONS WHY COLONISTS CAME TO AMERICA	1) for adventure 2) to seek a better life and to avoid high land rents and taxes 3) to escape religious persecution (persecution is being treated cruelly or unfairly, as because of one's beliefs)
THIRTEEN COLONIES	The colonies that were to become the 13 original states of the United States: 1) Virginia 2) New York 3) Massachusetts 4) Rhode Island 5) Connecticut 6) Maryland 7) Delaware 8) New Jersey 9) North Carolina 10) South Carolina 11) Georgia 12) Pennsylvania 13) New Hampshire
REVOLUTION	the overthrow of a government or ruler by the people being governed
REVOLUTIONARY WAR	America's war of independence against England
DECLARATION OF INDEPENDENCE	a document outlining the colonists' grievances against England and their reasons for wanting their independence
TREATY OF PARIS	signed in 1783 -- ended the Revolutionary War -- granted the United States its freedom and independence
TREATY	an agreement between two or more countries

8. Which of the following is <u>not</u> a reason for the colonists' wish to be free of English rule? ☐ The colonies wanted free trade with other countries. ☐ The colonists had to pay high taxes and had no voice in England's government. ☐ The colonists wanted to be ruled by France.	The colonists wanted to be . . . .
9. Over a period of years acts of violence occurred that expressed the colonists' dissatisfaction. Finally, in 1775, war broke out between the colonists and English troops. The colonies formed an army and George Washington was appointed Commander-in-Chief. This was the beginning of the <u>Revolutionary War</u>. A <u>revolution</u> is the overthrow of a government (or ruler) by the people being governed. MARK an <u>X</u> beside any correct example of revolution: _____ Citizens of a small country drive out the ruling prince and set up one of their own leaders as ruler. _____ Two countries go to war against one another for control of trade routes. _____ Two princes of the same country go to war against one another to decide who will be king.	Citizens of a small country . . . .

15.

The peace treaty between England and the United States was called the Treaty of Paris (because it was signed in Paris) and was signed in 1783. A treaty is an agreement or contract between countries in which each signer receives some benefit from the other signer. A treaty usually represents a compromise.

England recognized the thirteen states to be free and independent, and the boundaries of the new country were the Great Lakes in the north and the Mississippi River in the west.

The United States agreed to pay debts owed to English citizens and to return property of colonists who had supported England.

Which signer of the Treaty of Paris received the most benefit?

- ☐ England
- ☐ The United States

The United States

Why was this true?

- ☐ because England won the war
- ☐ because the United States won the war

because the United States . . .

16.

After the United States won its independence it had many problems to face. The long war had run the country into debt. The army had to be disbanded* and put back to work. The states had to learn to work together instead of running their separate affairs. But it was the beginning of a new, democratic nation. In the next lesson you will learn about the early form of government in the United States under the Articles of Confederation.

*To disband means to release or discharge.

NO RESPONSE REQUIRED

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

10.

INFORMATION FRAME

You might be interested in some of the events that led to actual fighting in the war. One of the first things that angered the colonists was the occupation of Boston by 4,000 English troops several years before the war broke out. Many people were forced to give over their homes to English soldiers without payment.

Soon afterward, some small boys threw snowballs at English soldiers in a square outside the Boston State House. This soon grew into a fight involving adults. The soldiers shot at the crowd, killing several people. This event was called the Boston Massacre.

Finally, England tried to force the Americans to import tea from only one English company. The colonists decided to refuse. To show their determination, they disguised themselves as Indians, boarded the tea ships in Boston Harbor, and threw the tea overboard. England was so enraged by this act that Boston was completely closed to import and export. The city faced ruin, and the colonists realized they would soon have to fight for their rights.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

PANEL 2

In CONGRESS, July 4, 1776

The unanimous Declaration of the thirteen united States of America

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, and that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. . . .

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name and by Authority of the good People of these colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our Sacred Honor.

PANEL 2 (cont'd.)

The most important statements in the declaration were:

1. that the colonies declared themselves free and independent of England

2. that all men are equal

3. that governments are instituted to protect the rights of the people and receive their powers from the people

13. MARK an X beside those statements that are true of the Declaration of Independence: _____ It abolished slavery. _____ It asked for reconciliation with England. _____ It declared the colonies free from English rule. _____ It declared war on England. _____ It said all men are equal and that governments must protect and serve the people.	It declared the colonies . . . It said all men are equal . . .
14. INFORMATION FRAME The Declaration of Independence did not end the Revolutionary War, but it did gain help for the colonists from other countries, especially France. The final battle of the war was the Battle of Yorktown in October 1781, which the Americans, under the command of General Washington, won. The surrender of the British army of 8,000 was followed by peace discussions. It is somewhat surprising that the colonists won the war against a great power like England. These are some of the reasons why the colonists won: . The colonists used Indian tactics and could move through the wilderness rapidly, thereby escaping the slow-marching English army. . The French and Spanish entered the war against England. . The King appointed stupid or uninterested generals who did not take the war seriously. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

11.

REFER TO PANEL 2 (Pages 11 and 12)

In 1776, shortly after the war began, a group of representatives from all of the colonies voted to free themselves from England's rule. They signed the Declaration of Independence.

This declaration outlined the many grievances against England and the reasons for wanting independence. The most important statements in the declaration were:

1. that the colonies declared themselves free and independent of England
2. that all men are equal
3. that governments are instituted to protect the rights of the people and receive their powers from the people

READ the declaration and the summary.

Points 2 and 3 of the summary are:

- ☐ anarchistic
- ☐ democratic
- ☐ totalitarian

democratic

21

12.

Some of the colonial representatives were at first opposed to separation. They favored reconciliation with England. (To reconcile means to become friendly again, to settle differences.) These people finally agreed with the majority and voted for the Declaration of Independence on July 4, 1776.

Reconciliation means:

- ☐ becoming neighbors
- ☐ coming to an agreement
- ☐ having an argument
- ☐ a majority vote

coming to an agreement

If the colonists and England had agreed to reconcilation:

- ☐ England would no longer rule the colonies
- ☐ the war would have ended and the colonies would have stayed under English rule

the war would have ended . . .

12a.

Some of the colonists favored reconciliation with England. To which major point did they object?

- ☐ that the colonies declared themselves free and independent of England
- ☐ that all men are equal
- ☐ that governments are instituted to protect the rights of the people and receive their powers from the people

that the colonies declared . . .

PM 431 - 31

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

U.S. CONFEDERATION TO CONSTITUTIONAL CONVENTION

LEVEL: II

UNIT: 2

LESSON: 2

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

3. The Articles of Confederation were weak because:

   a. ☐ not all of the thirteen states agreed to obey the Articles

   b. ☐ the states had more power than the national government

   c. ☐ there was no way to make the states obey the laws passed by the national government

   d. ☐ they did not provide for a President or other officers to head the government

   e. ☐ they did not provide for a system of judges and courts

4. The original purpose of the Constitutional Convention held in 1787 was to: (CHECK ONE)

   a. ☐ elect a President

   b. ☐ give the states more power

   c. ☐ revise the Articles of Confederation

   d. ☐ write the United States Constitution

Time completed_____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-838

1. Today, our government operates under a set of rules called our Constitution. When the colonists first gained their independence from England, they had no such set of rules. They had to write a framework for their government. This framework was called the Articles of Confederation. In this lesson, you will learn about the first United States government, set up by the colonists. You will find out why this government did not work, and what was done to improve it. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. In 1775, there were thirteen English colonies along the eastern coast of North America. Each of these colonies was under the rule of the British king. Each one had a separate government, with a governor who ran the affairs of the colony. When the colonies decided to fight England for their independence, they decided to form a central government, so that they would be stronger. What does <u>central</u> government mean in the above context? ☐ a government headed by a governor ☐ a government headed by a king ☐ a national government ☐ a state government Why did the colonies set up a central government? ☐ the British king forced them to form a union ☐ they wanted a strong government, to help them win the war with England ☐ both of the above ☐ neither of the above	a national government they wanted a strong . . .

1. Here is a list of statements about the Articles of Confederation. MARK an X next to those statements that are true:

   a. _____ The Articles of Confederation were written for the colonists by the British king.

   b. _____ The Articles of Confederation were written to organize the states under a central government.

   c. _____ Before the Articles of Confederation, each of the states set up its own government.

   d. _____ The colonists drew up the Articles of Confederation before they won the Revolutionary War.

   e. _____ In order to be put to use, the Articles of Confederation had to be ratified by all thirteen states.

2. Under the Articles of Confederation, Congress had the power to:

   a. ☐ collect taxes

   b. ☐ control commerce between the states

   c. ☐ declare war

   d. ☐ issue currency

   e. ☐ make laws

   f. ☐ make treaties

   g. ☐ settle disputes between the states

3. Because the thirteen original states had no central government, they did not have much strength. Each state was trying to defend itself against the Indians, and against the French, who also had colonies on the North American continent. In addition to these struggles, the colonies also faced a difficult war with England, the Revolutionary War. Which method of defense would be more effective for the colonies? ☐ each colony having its own small army ☐ all of the colonies getting together to form one large fighting force	all of the colonies getting . . .
4. In order to set up the new central government, each state sent representatives to a meeting. These representatives wrote a set of rules that would be used to establish the new government. These rules were called the Articles of Confederation. What does establish mean? ☐ organize ☐ publish ☐ represent ☐ rule Which of these statements are true concerning the Articles of Confederation? ☐ they contained rules for setting up a union among the 13 original states ☐ they were drawn up after the end of the War for Independence ☐ they were written by the British king	organize they contained rules for . . .

MASTERY TEST

Time started _____

5. The Articles of Confederation stated that the new central government would go into effect only after the Articles had been ratified, or accepted, by all thirteen of the states. What does ratify mean? ☐ approve ☐ magnify ☐ veto ☐ write How many states had to accept the Articles before the new government could begin to work? (CHECK one) ☐ half of the states ☐ a majority of the states ☐ every single one of the states	approve every single one of the states
6. CHECK the statements below that are true. ☐ A majority of the thirteen states had to ratify the Articles before they could be put into action. ☐ Before the Articles of Confederation, there was no central government to unite the thirteen states. ☐ The Articles of Confederation were written by the king of England.	Before the Articles of . . . .

ARTICLES OF CONFEDERATION	contained the laws for establishing a union of 13 states -- gave the states more power than the Federal government -- had to be ratified by all 13 states (ratified means approved)
A. POWERS OF CONGRESS (UNDER THE ARTICLES OF CONFEDERATION)	Under the Articles, Congress had power: to declare war to make treaties to issue currency to pass laws to settle disputes between the states It did not have power to control commerce between the states or to tax
B. THE WEAKNESSES OF THE ARTICLES	The Articles were weak because: they did not provide for a President or other officers to head the government they provided for no system of courts or judges they gave more power to the states than to the Federal government they provided no means of making the states obey the laws of Congress they provided no power to raise money
CONSTITUTIONAL CONVENTION OF 1787	called to revise and strengthen the Articles -- instead, a new set of rules, called the Constitution, was written

7. The Articles of Confederation set up a Congress that had the power to do the following things: 1. declare war 2. make agreements with other nations 3. make laws 4. print money 5. settle disagreements between states The Congress established by the Articles of Confederation did not have the power to: 1. collect taxes 2. control trade between the states Which of these things would not be the same throughout the thirteen states of the union, under the Articles of Confederation? ☐ the amount of taxes ☐ the type of money in use Under the Articles, Congress was able to: ☐ carry on affairs with foreign countries ☐ work out compromises between disagreeing states ☐ both of the above ☐ neither of the above	the amount of taxes both of the above
8. The next few frames will teach you in greater detail what the Congress could and could not do under the Articles of Confederation. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

36.

In this lesson you have learned about the first government set up by the states, when they declared their independence from England. You found out what the Congress could and could not do under this early set of rules, the Articles of Confederation. You also discovered why the government under the Articles was weak, and how the meeting that was supposed to revise the Articles wrote an entirely new set of rules. This new set of rules, our Constitution, is still in use today. In the next lesson, you will learn more about our Constitution.

NO RESPONSE REQUIRED

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

9. Congress had the power, under the Articles, to deal with other nations. Which of these Congressional powers are examples of dealings with foreign countries? ☐ the power to declare war ☐ the power to make treaties* ☐ the power to settle disagreements between states *A <u>treaty</u> is an agreement between two or more countries.	the power to declare war the power to make treaties
10. A <u>treaty</u> is an agreement made between the governments of two or more countries. WRITE the word <u>treaty</u> on the line next to each of the following that is an example of a treaty. _____ a law stating that no one may park on a certain street _____ a promise between several European nations and the United States to defend each other in case any of them are attacked by another nation _____ a statement declaring war between the United States and Germany _____ an arrangement between the United States and Canada saying that citizens of either country may visit the other country without special permission	treaty treaty

34. A meeting was held in 1787 to revise the Articles of Confederation. The representatives at the meeting, however, decided that a whole new set of rules was needed. So instead of revising the Articles of Confederation, they wrote an entirely new set of rules for the government of the states. This new set of rules was called the Constitution. Why was the meeting in 1787 held? ☐ to make changes in the Articles of Confederation ☐ to write a new set of rules for the government What did the representatives at the meeting actually do? ☐ They made changes in the Articles of Confederation. ☐ They wrote a new set of rules, called the Constitution	to make changes in the . . . They wrote a new set . . . .
35. The meeting held in 1787 came to be called the Constitutional Convention, because the representatives at the meeting wrote our Constitution. What was the original purpose of the meeting? ☐ to declare war on England ☐ to elect a new President ☐ to revise the Articles of Confederation ☐ to write a new Constitution	to revise the Articles . . .

11. The Congress set up by the Articles of Confederation tried to keep peace with other nations, often by making treaties with them. Sometimes, however, the United States could not make a peaceful agreement with a nation. In that case, Congress had the power to fight with that country, or declare _____.	war
12. Was the Congress established by the Articles of Confederation allowed to make treaties? ☐ yes ☐ no Was the Congress under the Articles allowed to declare war against another nation? ☐ yes ☐ no	yes yes
13. LIST two ways in which Congress could deal with foreign countries, under the Articles of Confederation. 1. _____ 2. _____	by declaring war by making treaties (or equivalent responses, in any order)

32. Which of the following are reasons why the government established by the Articles of Confederation was weak? ☐ The states had more power than the central government. ☐ There was no Congress. ☐ There was no national judicial system. ☐ There was no President. ☐ There was no way of making the states obey the laws. ☐ There were no courts.	The states had more power . . . . There was no national . . . . There was no President. There was no way of making . . . .
33. Because there were so many weaknesses in the Articles of Confederation, the leaders on the union decided to revise, or change, the Articles. In this way, they thought they would be able to strengthen the government. A <u>revision</u> of the Articles would mean that: ☐ a completely new set of rules would be written ☐ certain parts of the Articles would be rewritten	certain parts of the . . .

14. The Articles of Confederation gave Congress the power to print paper money, and mint coins. This is called the right to <u>issue currency</u>. What does <u>currency</u> mean? ☐ Congress ☐ money ☐ power ☐ printing	money
15. What does <u>issuing currency</u> mean? _____ Did the Articles of Confederation give Congress the power to issue currency? ☐ yes ☐ no	printing or making money (or equivalent response) yes
16. Under the Articles of Confederation, Congress had the power to make rules for the way people should act. This is an example of Congress' power to: ☐ declare war ☐ issue currency ☐ make treaties ☐ pass laws	pass laws

29. Which of these are true concerning the laws under the Articles of Confederation? ☐ Congress could not make any laws affecting the states ☐ Congress could not pass laws concerning trade between the states ☐ the laws were made by the President ☐ the states could not be forced to obey the laws	Congress could not pass . . . the states could not be . . .
30. From the time that the colonists declared their independence, in 1776, until the Articles of Confederation were written, in 1777, the colonies each ran their own government. Each made its own laws, each had its own tax system, each had its own courts, and so on. The newly independent states enjoyed governing themselves, and did not want to give up a great deal of power to a central government. Since the men who wrote the Articles of Confederation felt this way, what type of government would they most likely set up? ☐ a strong central government, that left only a few powers for each state ☐ a weak central government, that left most of the power in the hands of the individual states	a weak central government . . .
31. Under the Articles of Confederation, where did most of the power lie? ☐ in the hands of the central government ☐ in the hands of the individual states ☐ it was equally divided between the states and the national government	in the hands of the individual . . .

17. If two states have a disagreement, Congress, under the Articles of Confederation, could try to bring the two states to an agreement. This is an example of Congress' power to: ☐ declare war ☐ make treaties with foreign countries ☐ pass laws ☐ settle disputes between states	settle disputes between states
18. There is one type of disagreement that Congress did not have any power over. It could not control trade between the states. If North Carolina wanted to sell tobacco to New York for a certain price, which New York felt was too high, could Congress, according to the Articles of Confederation, try to settle this dispute? ☐ yes ☐ no	no
19. <u>Commerce</u> means buying and selling. Did Congress have the power to control commerce between the states? ☐ yes ☐ no	no

26. The Articles did not provide for a national system of courts and judges, either. Instead, each state set up its own judicial system. Under the Articles of Confederation: ☐ each state had its own system of courts and judges ☐ the national government set up the judicial system ☐ there were no courts and judges	each state had its own . . .
27. Which of these were <u>not</u> provided for under the Articles of Confederation? ☐ a Congress ☐ a national court system ☐ a President ☐ all of the above	a national court system a President
28. A third reason for the weakness of the government under the Articles was that there was no system for forcing the states to obey the laws passed by the Congress. Under the Articles of Confederation, what would happen if Rhode Island decided not to obey one of the laws passed by Congress? ☐ Congress would have to change the law ☐ Rhode Island would be asked to leave the union ☐ there was nothing that could be done to make Rhode Island obey the law	there was nothing that . . .

20. When the colonies were under British rule, they had to pay many different kinds of taxes to the English government. They did not like having to pay such taxes, so when they set up their own government, they did not allow the central government to collect taxes. Did the Articles of Confederation give Congress the power to tax the people? ☐ yes ☐ no	no
21. If the government under the Articles of Confederation needed money to pay for building roads, could it get the money by collecting taxes? ☐ yes ☐ no	no
21a. Which of these laws could <u>not</u> have been passed by Congress under the Articles of Confederation? ☐ All coins shall have the letter "U.S." printed on them. ☐ Everyone must pay the government 10% of the money he earns. ☐ Goods cannot be shipped between states on Sunday.	Everyone must pay . . .
22. CHECK each of the following which were powers given to Congress by the Articles of Confederation. ☐ collect taxes ☐ control commerce between states ☐ declare war ☐ issue currency ☐ make treaties ☐ pass laws ☐ settle disputes between states	declare war issue currency make treaties pass laws settle disputes between states

23. The Articles of Confederation did not create a strong, stable government. The Articles of Confederation had many weaknesses. As a result, the government under the Articles was unstable. Here are some of the reasons that the Articles were weak: 1. They did not provide for a President or other officers to head the government. 2. They did not provide for a system of courts and judges. 3. They gave more power to the states than to the national government. 4. They had no means of making the states obey the laws passed by Congress. The next few frames will show you in greater detail how these weaknesses in the Articles of Confederation led to an unstable government. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
24. Today, our government is headed by the President. The Articles of Confederation did not provide for any man or group of men to head the central government. Under the Articles of Confederation, was there a President? ☐ yes ☐ no	no
25. One reason that the government failed under the Articles of Confederation was its lack of leadership. This is because the Articles did not provide for the election of a _____ to head the government.	President

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

FRAMING THE U.S. CONSTITUTION

LEVEL: II

UNIT: 2

LESSON: 3

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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1. You will remember from the previous lesson that the Constitutional Convention was called to revise the Articles of Confederation because these articles were: ☐ too strong to provide a good national government ☐ too weak to provide a good national government	too weak to provide a . . .
2. The delegates to the Constitutional Convention had the problem of making a national government with enough power to govern well without taking too much power from the states. The problem the delegates had to settle concerned: ☐ the balance of power between the national government and the states ☐ state boundaries ☐ trade with England	the balance of power . . .

3.

When the Constitution was written there were many areas of disagreement between the states. These disputes were eventually resolved. Each state had to compromise -- give in a little.

For example, the neighboring states of New York and New Hampshire both wanted possession of a large granite quarry (a quarry is a kind of open mine, where stone is taken out of the ground) that was located between them. A compromise settlement was for them to set up a joint company run by both states, in which the profits were equally shared.

Tom wants to go to the movies; his brother wants to play baseball. They decide to compromise. What do they do?

- ☐ they go to the movies
- ☐ they play baseball
- ☐ they play baseball for an hour and then go to the movies

they play baseball for an hour . . .

4.

New York and New Hampshire wanted complete control of the granite quarry and all of the profits. They compromised. Each state made a concession in giving up some of the control and half of the profits to the other state.

To concede means to:

- ☐ consider
- ☐ disagree
- ☐ give in
- ☐ succeed

give in

When two parties come to a compromise agreement:

- ☐ both of them make concessions
- ☐ only one of them makes concessions
- ☐ neither of them makes concessions

both of them make concessions

5.

One area of disagreement among the states at the Constitutional Convention was <u>state representation</u> in the national government.

States with small populations wanted equal representation for each state. States with large populations wanted representation to be based on population; states with large population would then have more representation and, consequently, more power.

The delegates agreed upon a compromise. States would be represented in two ways:

1. By a House of Representatives, in which the number of Representatives for each state would be according to population

2. By a Senate, in which each state would have the <u>same number</u> of Senators (<u>two</u> for each state)

New York has a larger population than Vermont. On the basis of this information, you can determine that:

- ☐ New York has more Senators than Vermont
- ☐ New York has fewer Senators than Vermont
- ☐ New York and Vermont both have the same number of Senators

New York and Vermont both . . .

You also know that:

- ☐ New York has more Representatives than Vermont
- ☐ New York has fewer Representatives than Vermont
- ☐ New York and Vermont both have the same number of Representatives

New York has more . . .

Which body of the legislature has two representatives from every state?

- ☐ House of Representatives
- ☐ Senate

Senate

3. MATCH the following:

A. those powers that the Constitution specifically gives to the States	1. _____ expressed powers
B. those powers which belong to the states because they are not specifically given to the federal government	2. _____ implied powers
C. those powers which the Constitution specifically gives to the federal government	3. _____ reserved powers
D. those powers that the Constitution suggests belong to the federal government in the "necessary and proper" clause	

4. MARK each of the following with a T for true or an F for false:

a. _____ A compromise is an agreement in which one side gives in so that the other side can get its wishes.

b. _____ All law-making bodies are bicameral legislatures.

c. _____ An amendment is a change or an addition.

d. _____ In making a concession, a person must give up some of his demands.

e. _____ The United States Congress is an example of a bicameral legislature.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

* U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-839

6. The compromise on representation was resolved by having each state represented in two different ways in the Congress: 1. by population representation in the House of Representatives 2. by equal representation in the Senate. A legislature of this type is called a <u>bicameral</u> legislature, since it has <u>two</u> law-making bodies. Which law-making body will probably have more representatives? ☐ House of Representatives ☐ Senate	House of Representatives
7. Not all law-making bodies are bicameral. Nebraska, for example, has a unicameral (one-house) legislature. All of the other states, however, have bicameral legislatures. MATCH the following: A. bicameral B. unicameral 1. _____ most state legislatures 2. _____ Nebraska's state legislature 3. _____ the United States Congress	1. A 2. B 3. A
8. A <u>bicameral</u> legislature is a law-making body with: ☐ one house ☐ two houses	two houses

1. In writing the Constitution, the delegates worked out several compromises to settle certain issues. Which of the following were the results of such compromises?

   a. ☐ All tax bills must originate in the House of Representatives.

   b. ☐ The national government was given the power to tax the people.

   c. ☐ State representation in the House of Representatives is according to population. State representation in the Senate is equal.

   d. ☐ Three-fifths of the slaves were counted as "population" in deciding how many representatives a state would have in the House.

   e. ☐ The United States shall have a representative form of government.

2. Which of the following are in the Constitution?

   a. ☐ the Bill of Rights

   b. ☐ the framework for the national government

   c. ☐ how the President and Vice-President are to be chosen

   d. ☐ a list of the powers of the state governments

   e. ☐ the statement that the Constitution can never be changed or added to

   f. ☐ a system of checks and balances

9.

Our national Congress is an example of:

- ☐ a bicameral legislature with equal representation in both houses
- ☐ a bicameral legislature with equal representation in one house, and representation by population in the other house
- ☐ a unicameral legislature with equal representation in both houses
- ☐ a unicameral legislature with equal representation in one house, and representation by population in the other house

. . . in one house, and . . .

MASTERY TEST

Time started _____

10.

Another area of disagreement among the delegates to the Constitutional Convention was <u>taxation</u>.

Now the states reversed their positions. States with small population wanted taxes to be based upon population -- the more people in a state, the more taxes they would pay to the Federal government. In that way, the states with small populations would pay:

- ☐ less money than states with large populations
- ☐ more money than states with large populations

less money than states . . .

States with large populations wanted every state to pay the <u>same</u> amount of tax. These states wanted to pay:

- ☐ less money than states with small populations
- ☐ more money than states with small populations
- ☐ neither more nor less than states with small populations

neither more nor less . . .

CHECK the true statement:

- ☐ States with larger populations did not want to contribute more than states with smaller populations.
- ☐ States with larger populations realized that they should pay more than states with smaller populations.

. . . did not want to . . .

AMENDMENT	a new law, rule, or right that is added to the Constitution
CONSTITUTIONAL POWERS OF THE FEDERAL AND STATE GOVERNMENTS	
1. Expressed Powers	those powers that the Constitution specifically gives to the Federal government
2. Implied Powers	those powers not specifically given to the Federal government which are implied under the "necessary and proper" clause in the Constitution
3. Reserved Powers	all powers that are not given to the Federal government or forbidden to the states are given to the states; these powers are not written into the Constitution

11.

In order to solve the tax problem, the delegates had to decide which legislative body would have the power to pass tax laws.

States with small populations wanted the tax bills to arise in the Senate. Why?

- ☐ because they had more representatives in the Senate
- ☐ because they would have an equal vote

States with large populations wanted tax bills to originate in the House of Representatives. Why?

- ☐ because they had a vote equal to the states with small populations
- ☐ because they had more votes, and therefore more power in deciding the laws

MATCH the following:

A. states with large populations

B. states with small populations

1. _____ wanted tax laws to originate in the Senate
2. _____ wanted to have an equal vote in deciding what the tax laws would be
3. _____ wanted tax laws to originate in the House of Representatives

because they would have an . . .

. . . they had more votes . . .

1. B
2. B
3. A

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DELEGATE	a person who represents a group of people. Each delegate at the Constitutional Convention represented the people of his state
COMPROMISE	a settlement reached because opposing sides in a disagreement make concessions
TO CONCEDE	to give in -- as in a political contest
BICAMERAL	a bicameral legislature is made up of two law-making bodies
CONSTITUTION	the framework of our government, outlining the three branches of government and how they are to work -- tells what powers the government has and which officials will exercise these powers
ISSUES AT THE CONSTITUTIONAL CONVENTION	compromises were made with regard to Congressional representation and taxation
1. REPRESENTATION OF THE STATES IN CONGRESS	the House of Representatives would represent the states according to the population of the states; there would be just two Senators from each state
a. The status of slaves in determining the number of representatives from each state.	only three-fifths of the number of slaves in a state would be counted in the population of a state for the purposes of determining its representation in the House of Representatives
2. TAXATION	all tax bills had to originate in the House States would be taxed according to their population
SYSTEM OF CHECKS AND BALANCES	each of the three branches of government in some way controls the actions of the others
BILL OF RIGHTS	the rights of citizens listed in the first ten Amendments of the Constitution

12.

It was finally agreed that tax bills would originate in the House of Representatives, and that states would be taxed according to their population.

Which states gave in on the issue of origin of tax bills?

- ☐ states with large populations
- ☐ states with small populations

states with small populations

Which states made a concession on taxing according to population?

- ☐ states with large populations
- ☐ states with small populations

states with large populations

The Constitution states that all tax bills must originate:

- ☐ in the House of Representatives
- ☐ in the Senate

in the House of Representatives

13.

The delegates compromised on a third issue -- the question of whether or not slaves should be counted as part of the population.

The Southern states had most of the slaves. Naturally, both the Northern and Southern states wanted the slaves to be counted in such a way that their state would have more representation in the House of Representatives.

Which states would be anxious to have the slaves counted as part of the population?

- ☐ the Northern states
- ☐ the Southern states
- ☐ both of the above

the Southern states

34.

Although the Constitution was not a perfect document, it has served the country surprisingly well. The provision for making amendments has made it possible to correct problems that have arisen through the years. It has provided the United States with a strong government under which its citizens have prospered. We can give credit for this to our Founding Fathers, the men responsible for writing the Constitution, whom we will talk about in Lesson 4.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

14.

It was decided that three-fifths of the number of slaves in each state would be added to the total population for the state for purposes of determining how many representatives a state should have in the House of Representatives.

This provision was:

- ☐ a complete victory for the Northern states
- ☐ a complete victory for the Southern states
- ☐ a compromise between the Northern and Southern states

a compromise between the . . .

15.

The three major areas of compromise in the Constitution were:

- ☐ conduct the wars
- ☐ payment of public debt
- ☐ state boundaries
- ☐ state representation in the Congress
- ☐ status of slaves in deciding state population count
- ☐ taxation laws

state representation in the . . .

status of slaves in deciding . . .

taxation laws

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31. Implied powers are: ☐ powers given to the state governments because they are not given to the Federal government ☐ powers that are forbidden to the Federal government in the Constitution ☐ powers suggested by the "necessary and proper" clause of the Constitution	powers suggested . . .
32. Reserved powers are: ☐ powers that belong to the Federal government because they are not given to the states ☐ powers that belong to the states because they are not given to the Federal government in the Constitution ☐ powers that belong to the states because they are stated in the Constitution	. . . are not given to the . . .
33. MATCH the following: A. belong to the Federal government B. belong to state governments 1. _____ expressed powers 2. _____ implied powers 3. _____ reserved powers	1. A 2. A 3. B

16.

In addition to setting up the framework for taxation and representation in the government, the Constitution describes the framework of the government, including the three branches of government and their duties and powers. You have already learned about these branches in the lessons on Government.

MATCH the following:

A. Executive Branch
B. Judicial Branch
C. Legislative Branch

1. _____ The President
2. _____ The Congress (the House of Representatives and the Senate)
3. _____ The Supreme Court

1. A
2. C
3. B

17.

The Constitution established the rules by which the President and Vice President are chosen. The most important decision on this issue was that the President and Vice President were not to be chosen by the direct vote of the people, but by a group of delegates.

Since the President and Vice President were not to be elected by the direct vote of the people, but by the vote of representatives of the people, this is an example of:

☐ direct democracy
☐ indirect democracy

indirect democracy

29.

Reserved powers are powers that belong to the states because they are not given to the Federal government as expressed powers. That is, all powers not given to the Federal government and not forbidden to the states are reserved for the states. These powers are not written out in the Constitution.

An example of a reserved power is that states determine voting regulations, such as voting age, since this is not a power given to the Federal government.

Does the Constitution contain a list of powers that belong to the states?

- ☐ yes
- ☐ no

no

States determine voting regulations, such as voting age. This power is not given to the Federal government. It is an example of reserved power.

WRITE R for reserved power, E for expressed power:

____	The Federal government has the power to control interstate commerce.	E
____	The Federal government has the power to declare war.	E
____	A state controls commerce within its own boundaries.	R
____	A state controls its own state and city governments.	R

30.

Expressed powers are:

- ☐ federal powers suggested by the "necessary and proper" clause
- ☐ powers given to the Federal government in the Constitution
- ☐ powers given to state governments in the Constitution

. . . given to the Federal . . .

18.

A system of checks and balances was written into the Constitution. This system provides a way for the three branches of government (executive, legislative, and judicial) to control the actions of one another.

MATCH the following:

A. Executive check on the judicial branch	1.____ The President appoints Federal judges	1. A
B. Executive check on the legislative branch	2.____ The President vetoes a law	2. B
C. Legislative check on the executive branch	3.____ Congress passes a law by a two-thirds vote after it has been vetoed by the President	3. C

19.

The check and balance system was intended to keep any government branch from becoming too powerful. Another reason for it was to protect the people from tyranny by the government itself. This desire to protect the rights of the people led to the addition of the Bill of Rights to the Constitution. The Bill of Rights lists the rights of every citizen of the country.

The Bill of Rights:

- ☐ protects the government from the people
- ☐ protects the people from the government

protects the people...

27.

Implied powers are not specifically given to the Federal government in the Constitution, but come under a section of the Constitution called the "necessary and proper" clause. This clause gives power to the national government to "make all laws which shall be necessary and proper to carry out the expressed powers."

These implied powers have led to many laws based on expressed powers. For example, under the power to tax and raise money a national banking system has been set up. Many of the recent civil rights laws have resulted from implied powers, such as the law against discrimination in public places which was enacted under the power to regulate interstate commerce.

Which law under implied power is related to which expressed power?

A. power to regulate interstate commerce

B. power to tax and raise money

1. _____ law setting up a national banking system

2. _____ law forbidding discrimination in public places

1. B

2. A

28.

Implied powers are federal powers that are:

- ☐ directly stated in the Constitution
- ☐ suggested by the "necessary and proper" clause

suggested by the . . .

20.

The rights listed in the Bill of Rights include such things as freedom of religion, freedom of speech, freedom of press, and trial by jury.

MATCH the examples below with the rights to which they are related:

A. freedom of the press

B. freedom of religion

C. freedom of speech

D. trial by jury

1. _____ a newspaper is free to publish information critical of the government as long as it is not false

2. _____ a citizen is free to belong to any religion he chooses

3. _____ a citizen who is accused of breaking a law has the right to a trial by a jury

4. _____ a citizen may make speeches or talk critically about the government

1. A

2. B

3. D

4. C

26.

Expressed powers are the powers that the Constitution specifically gives to the Federal government. By specifically, we mean that they are stated clearly in the Constitution. Only the powers that are forbidden to the states are written in the Constitution.

The Constitution lists as federal powers the power to tax, to coin money, and to raise an army and navy. The Constitution does not give the Federal government power to set voting regulations in the states.

An expressed power is a power that the Constitution:

- ☐ forbids to the state governments
- ☐ gives directly to the Federal government
- ☐ gives directly to the state governments

. . . to the Federal government

Which are expressed powers?

- ☐ power to coin money
- ☐ power to raise an army and navy
- ☐ power to set voting regulations
- ☐ power to tax*

power to coin money
power to raise an army . . .

power to tax

*Although the Federal government has the power to tax under the Constitution, it is a power shared with the states, since it is not forbidden to them. That is why we pay both federal and state income taxes.

21. The Bill of Rights was added to the Constitution as the first ten Amendments. The writers of the Constitution recognized that things would come up in the future that would require additions or changes in the Constitution and they wrote into it a provision for making these additions in the form of amendments. Amendments are simply changes in or additions to the Constitution. The Bill of Rights: ☐ was added to the Constitution after it was written ☐ was part of the original Constitution An amendment is: ☐ part of the original Constitution ☐ something added to the Constitution	was added to the Constitution . . . something added to . . .
22. Since our Constitution was written, it has been changed or added to only twenty-four times. These revisions are called: ☐ amendments ☐ the Bill of Rights ☐ compromises ☐ concessions	amendments
23. When the Constitution is amended, it is: ☐ added to ☐ broken ☐ compromised ☐ ratified	added to

24.

The Constitution includes which of the following?

- ☐ the Bill of Rights — the Bill of Rights
- ☐ a description of state boundaries
- ☐ the framework of the national government, including the branches of government, their duties and powers — the framework of the . . .
- ☐ a peace treaty with England
- ☐ rules for electing the President and Vice President — rules for electing . . .
- ☐ a system of checks and balances — a system of checks . . .

25.

The Constitution defines the limits of power of the Federal government. (National and central are other names given to a Federal government.)

The powers given to the national government and the powers denied to the states are outlined in the Constitution to prevent an overlap of these powers. For example, the Federal government is given the power to coin money, the states are forbidden to coin money.

The powers of the Federal and state governments come under three headings:

Expressed powers
Implied powers
Reserved powers

Expressed and implied powers are powers of the Federal government. Reserved powers are powers of the states.

This division of powers between the Federal government and the states is another example of what part of the Constitution?

- ☐ its Bill of Rights
- ☐ its framework of the national government
- ☐ its system of checks and balances — its system of checks and . . .

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

ED 069990

FOUNDING FATHERS
LEVEL: II
UNIT: 2
LESSON: 4

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. The men who were part of the first Federal government set up under the Constitution are often called our "Founding Fathers." Most of these men had been involved in writing the Constitution and had taken part in the Revolutionary War against England. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. James Madison of Virginia was one of the most important men in the early history of our national government. He worked so hard at the Constitutional Convention that he was known as the "Father of Our Constitution." Later on, he was elected President of the United States. WRITE Madison beside the statements true of him: _____ He was the author of the Declaration of Independence. _____ He was the "Father of Our Constitution." _____ He served as a President of the United States.	Madison Madison
2a. Who is known as the "Father of Our Constitution"? _____	Madison

2b. George Washington was the first man to be elected President after the Constitution was ratified. He was inaugurated* as President in April of 1789. It is easy to understand why Washington was chosen to be the first President, since he had become a national hero as: ☐ author of the Declaration of Independence ☐ Commander-in-Chief of the Colonial Army An <u>inauguration</u> ceremony takes place: ☐ when a man is nominated for President ☐ during a Presidential election ☐ after a man has been elected President ☐ after a man has served as President *To be <u>inaugurated</u> means to be sworn into office.	Commander-in-Chief . . . after a man has been elected . . .
3. The first Congress under George Washington created the departments of <u>State</u>, the <u>Treasury</u>, and <u>War</u> (nowadays called the Department of Defense). Washington appointed <u>Thomas Jefferson</u> of Virginia as Secretary of State and <u>Alexander Hamilton</u> of New York as Secretary of the Treasury. These two men became the most powerful officials of Washington's administration. In an earlier Government lesson, you learned that the Departments of State, the Treasury, and Defense are part of what branch of the government? ☐ executive ☐ judicial ☐ legislative	executive

4. The Secretaries of State, the Treasury and Defense are three members of what is usually called the Cabinet. The Cabinet is a group of the heads of executive departments who act as advisors to the President. The members of the Cabinet as officers of the executive branch of government have which of the following functions ? ☐ advise the President ☐ decide if laws are constitutional ☐ enact laws ☐ help the President carry out his duties	advise the President help the President . . .
5. Thomas Jefferson, author of the Declaration of Independence, was Washington's Secretary of State and later became the third President of the United States. Alexander Hamilton, Washington's Secretary of the Treasury, had been a delegate to the Constitutional Convention. Although he was never elected President, he was one of the most powerful men in the government until his early death following a duel in 1804. COMPLETE the following by writing either Jefferson or Hamilton: _____ was the author of the Declaration of Independence _____ was America's third President _____ was never President of the United States _____ was Washington's Secretary of State _____ was Washington's Secretary of the Treasury	Jefferson Jefferson Hamilton Jefferson Hamilton

5. MARK each of the following with an H if they were advocated by Hamilton, or a J if they were advocated by Jefferson:

a. _____ the country's economy should be based on shipping and manufacturing

b. _____ the country's economy should be predominantly agrarian

c. _____ the federal government should be strong

d. _____ the government should be run only by wealthy, educated people

e. _____ the government should express the wishes and protect the rights of the common man

6. MATCH the following:

A. supported Hamilton

B. supported Jefferson.

1. _____ craftsmen
2. _____ common laborers
3. _____ small farmers
4. _____ wealthy businessmen

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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6. Hamilton and Jefferson disagreed over how much power the national government should be given. They disagreed because they had different views concerning the abilities of the common man. Hamilton believed that the common people were <u>not</u> capable of governing themselves wisely. So he favored a strong central government in which the people would have little voice. Jefferson, on the other hand, believed that the common people should have a part in running their own government. He was a strong believer in democracy and the rights of the common man. Which man would favor a weak Federal government where most of the power is in the hands of the people? ☐ Hamilton ☐ Jefferson	Jefferson
7. Alexander Hamilton believed in an <u>aristocratic</u> type of government. An <u>aristocracy</u> is a government run by the educated, wealthy classes of people. You have already learned three other types of government. MATCH the following: A. government by all the people B. government by one man or a small group C. government by the upper classes D. no government 1. _____ anarchy 2. _____ aristocracy 3. _____ democracy 4. _____ totalitarian state	1. D 2. C 3. A 4. B

1. Which of the following was not a President of the United States?

   a. ☐ Hamilton

   b. ☐ Jefferson

   c. ☐ Madison

   d. ☐ Washington

2. Who is known as the "Father of Our Constitution?"

   _____

3. When a President is inaugurated he is:

   a. ☐ elected to office

   b. ☐ not worthy of office

   c. ☐ sworn into office

   d. ☐ voted out of office

4. In an aristocracy, there is:

   a. ☐ government by all of the people

   b. ☐ government by a despot or tyrant

   c. ☐ government by the upper classes

   d. ☐ no government

7a. Hamilton was afraid that giving the common people too much voice in the government would lead to "mobocracy," or mob rule. Jefferson, however, feared that giving too much power to the Federal government would result in a tyranny. This form of government does not consider the needs and wishes of the common people. Which man would be most concerned with protecting the rights of the common man? ☐ Hamilton ☐ Jefferson	Jefferson
7b. Jefferson opposed Hamilton's view that government should be an aristocracy. Jefferson believed that the Federal government should not be too powerful and that all of the people should have a voice in the government. Jefferson believed in which type of government? ☐ anarchy ☐ aristocracy ☐ democracy ☐ totalitarianism	democracy
7c. Which type of government did Hamilton believe in? ☐ anarchy ☐ aristocracy ☐ democracy ☐ totalitarianism	aristocracy

MASTERY TEST

Time started _____

8.

Hamilton and Jefferson had opposing ideas about government.

Hamilton feared anarchy and wanted a strong Federal government. He advocated* development of shipping and manufacturing.

Jefferson feared tyranny and wanted more local and state power. (This view is usually called a "states' rights" position.) He advocated an agrarian (farming) economy.

WRITE H next to each of the following that describe Hamilton. WRITE J next to those that describe Jefferson.

_____	wanted a strong Federal government	H
_____	wanted an agrarian economy	J
_____	wanted less federal power and more local and state power ("states' rights")	J
_____	wanted development of shipping and manufacturing	H
_____	wanted the government run by the wealthy, upper classes	H
_____	wanted the government run by all the people	J

*To advocate means to support or recommend.

FOUNDING FATHERS	those men who were part of the first government set up under the Constitution
GEORGE WASHINGTON	Commander-in-Chief of the Colonial Army First President of the United States
THOMAS JEFFERSON	author of the Declaration of Independence first Secretary of State third President of the United States leader of the Republican Party
REPUBLICAN PARTY	The Republican Party believed in states' rights wanted power in the hands of the people wanted an agrarian economy
ALEXANDER HAMILTON	first Secretary of the Treasury created the first National Bank leader of the Federalist Party
FEDERALIST PARTY	The Federalist Party believed in strong Federal government wanted to develop shipping and manufacturing
JAMES MADISON	"Father of Our Constitution" fourth President of the United States
CABINET	the heads of the Executive Departments, who act as advisors to the President
ARISTOCRACY	government by the upper classes
INAUGURATED	sworn into office

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9. Remember that Hamilton favored development of shipping and manufacturing and Jefferson favored farming and small trades; Hamilton favored a government run by wealthy people while Jefferson felt the government should be run by the common man. What groups of people would support each of them? MARK Hamilton supporters H, Jefferson supporters J. _____ common laborers and craftsmen _____ farmers _____ wealthy business owners	 J J H
10. Political parties were not set up by the Constitution but came into being during President Washington's administration. The reason for the forming of parties was that there were different opinions about how the government should be run. Each party wanted to put itself into power so that its policies would be carried out. Hamilton led the Federalist Party. Jefferson led the Republican Party. Since you know the beliefs of Jefferson and Hamilton, what policies would be supported by their parties? MATCH the following: A. Federalist Party B. Republican Party 1. _____ strong Federal government 2. _____ strong states' rights 3. _____ agrarian economy 4. _____ development of shipping and manufacturing	

11.

Our "Founding Fathers" were important in the development of our government in its early days. They were all men of the greatest honesty who worked all their lives for the good of the country. They gained little by their service in the government, since they received low salaries and had to neglect their own businesses or property. They helped the country survive the first uncertain years of its existence and become the powerful nation it is today.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

PM 431 - 34

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

ED 069990

THE ELECTION PROCESS
LEVEL: II
UNIT: 2
LESSON: 5

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. In an earlier lesson you learned that the rules for electing the President and Vice President are outlined in the Constitution. The original rules have been changed somewhat by amendments to the Constitution. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. The President and Vice President are not elected by direct vote of the people, but by a group of representatives of the people. This group of representatives is called the Electoral College. Each representative is called an elector. An elector is: ☐ any citizen who votes in an election ☐ a group of representatives ☐ a member of the Electoral College Since the President and Vice President are elected by representatives of the people and not by the people themselves, this is an example of: ☐ direct democracy ☐ indirect (representative) democracy	a member of the Electoral . . . indirect (representative) . . .
3. The members of the Electoral College are delegates from each state. Originally they were chosen by the state legislatures, but today they are chosen by the voters of each state. No Senator, Representative, or any person working for the Federal government can serve as an elector. Today electors are: ☐ chosen by state legislatures ☐ chosen by voters of the states ☐ Senators, Representatives, or other Federal government employees	chosen by voters . . .

4. Which of the following could be chosen as an elector for the Electoral College? ☐ a federal government employee ☐ a Representative ☐ a Senator ☐ all of the above ☐ none of the above	none of the above
5. The number of electors for each state is the same as the number of Representatives and Senators for that state. For example, New York State has 41 Representatives and 2 Senators, so it has 43 electors. You will remember from your lesson on the Constitution that the number of Representatives for a state is: ☐ determined according to the size of the population ☐ equal for all states The number of Senators for a state is: ☐ determined according to the size of the population ☐ equal for all states The number of electors for a state is: ☐ equal for all states ☐ the same as the total number of its Representatives and Senators	determined according . . . equal for all states the same as the total . . .
6. Since the number of electors for a state is the same as the total of its Representatives and Senators, a large state which has many Representatives will have _____ (more/fewer) electors than a small state.	more

7. The number of electors for each state is: ☐ the same as the number of Representatives for that state ☐ the same as the number of Senators for that state ☐ the same as the number of Representatives and Senators for that state	. . . Representatives and . . .
8. Suppose a state has 19 Representatives in Congress. Like all states, it also has 2 Senators. How many electors would it have in the Electoral College? ☐ 2 ☐ 19 ☐ 21 ☐ 38	21
9. How many electoral votes would a state have if it had 9 Representatives? _____	11

4. Which of the following can serve as delegates to the Electoral College?

   a. ☐ federal office holders

   b. ☐ Representatives

   c. ☐ Senators

   d. ☐ all of the above

   e. ☐ none of the above

5. What are some of the reasons people object to the Electoral College?

   a. ☐ the electoral votes are counted in secrecy

   b. ☐ the electors are always members of the federal government

   c. ☐ it is an indirect representation of the popular vote

   d. ☐ a man can get the majority of the popular vote and still lose the election

   e. ☐ there is no federal law requiring an elector to vote the way the people in his state have voted

6. Today the Electoral College:

   a. ☐ elects the men that Congress has selected

   b. ☐ elects the men the individual electors feel are most qualified

   c. ☐ is usually an echo of the popular vote

   d. ☐ no longer exists

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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10. Since there is a difference in the number of electors for each state, some states have more influence on the election of the President and Vice President than other states do. Which three of the states below have the most influence on the election? ☐ California with 40 electors ☐ Illinois with 26 electors ☐ Kentucky with 9 electors ☐ New York with 43 electors ☐ Vermont with 3 electors	California . . . Illinois . . . New York . . .
11. Since the number of electors for each state is not the same, which of the following statements is correct? ☐ all the states have an equal voice in the election ☐ the large states have more voice in the election ☐ the small states have more voice in the election	the large states . . .
12. Our Founding Fathers made the rules of the Electoral College to allow the President and Vice President to be selected by representatives of the people and not by direct vote of the people. They felt that the people were not wise enough in politics to select the best leaders. This reflects the preference for an <u>aristocratic</u> form of government of which of our Founding Fathers? ☐ Hamilton ☐ Jefferson	Hamilton

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1. Why did the framers of our Constitution set up an Electoral College to elect our President and Vice-President?

   a. ☐ because it would be easier than counting all of the votes of all the people in the country

   b. ☐ because they felt only people with college educations should be able to vote for our leaders

   c. ☐ because they felt the common people should be able to choose their leaders themselves

   d. ☐ because they wanted our leaders chosen by men who are wiser in politics than the average voter

2. The number of electors for each state is:

   a. ☐ equal to the number of Representatives for the state

   b. ☐ equal to the number of Senators and Representatives for the state

   c. ☐ equal to the number of Senators for the state

   d. ☐ the same for every state

3. The electoral votes are counted by:

   a. ☐ the President of the Senate

   b. ☐ the President of the United States

   c. ☐ the Speaker of the House

   d. ☐ none of the above

13. The Founding Fathers set up the Electoral College system for electing our chief executives because they believed: ☐ the average voter is not capable of choosing the best leaders ☐ direct democracy is better than indirect democracy ☐ everyone should have an equal voice in the government	the average voter . . .
14. Today the Electoral College does not act independently of the voters. After the results of the popular election are known, the electors vote in the same way that the majority of the citizens of their states voted. The electoral votes are transported to Washington and are counted by the President of the Senate, who is the Vice President of the United States. The Vice President of the United States who counts the electoral votes also serves as: ☐ the President of the Senate ☐ the Speaker of the House of Representatives Today each elector casts his vote for the man who: ☐ he feels is the best qualified ☐ the majority of electors vote for ☐ the majority of voters in his state voted for The members of the Electoral College are all: ☐ federal office holders ☐ members of the House of Representatives ☐ Senators ☐ none of the above	the President . . . the majority of voters . . . none of the above

MASTERY TEST

Time started _____

15. Electoral votes are counted by the man who is: (CHECK TWO) ☐ President of the Senate ☐ President of the United States ☐ Speaker of the House of Representatives ☐ Vice President of the United States	President of the Senate Vice President . . .
16. Because the writers of the Constitution intended the Electoral College to be independent of the people in electing the President and Vice President, there is no federal law requiring an elector to vote in the same way that the people of his state have voted. This means that the electors: ☐ could vote any way they wanted ☐ must vote according to the popular vote	could vote any way . . .
17. Many people today object to the Electoral College because there is no law requiring electors to vote in the same way as the voters of their states have voted. Another objection is that the electors actually have the voting power instead of the people. That is, the President and Vice President are actually elected by the Electoral College. This means that the election is: ☐ by direct representation of the popular vote ☐ by indirect representation of the popular vote	by indirect . . .

ELECTORS	the delegates from each state chosen by the voters to elect the President and Vice-President The number of electors from each state is the same as the total number of Senators and Representatives from that state. Therefore, large states have more influence on Presidential elections than do the smaller states.
ELECTORAL COLLEGE	the electors from all the states
MAJOR OBJECTIONS TO THE ELECTORAL COLLEGE SYSTEM	1. A candidate can receive the majority of the popular vote and still lose the election. 2. The election of the President and Vice-President is by indirect representation of the popular vote. 3. No federal law requires an elector to vote in the same way that the majority of the people of his state have voted.

18.

A third and very important objection to the Electoral College system is that a candidate can receive a majority of the popular vote and still lose the election.

For example, in the election of 1888, Benjamin Harrison received 5,444,337 popular votes. The opposing candidate, Grover Cleveland, received 5,540,050. Cleveland received 95,713 more popular votes than Harrison. However, Harrison received a majority of the votes in states having a large number of electoral votes.

Harrison received 233 electoral votes. Cleveland received 168 electoral votes.

Who received the majority of the actual vote of the people?

- ☐ Cleveland
- ☐ Harrison

Cleveland

Who received the majority of the electoral votes?

- ☐ Cleveland
- ☐ Harrison

Harrison

Who won the election?

- ☐ Cleveland
- ☐ Harrison

Harrison

19.

The three major objections to the Electoral College system are:

- ☐ a candidate can receive the majority of the popular vote and still lose the election — a candidate can receive . . .
- ☐ election of the President and Vice President is by indirect representation of the popular vote — election of the . . .
- ☐ federal officials are the electors
- ☐ the names of the electors are secret
- ☐ no federal law requires an elector to vote in the same way that the people of his state have voted — no federal law requires . . .

20.

When the Electoral College system was written into the Constitution, the idea of democracy was still new and many people were suspicious of it. The people were not considered wise enough to elect good leaders, and the electors were expected to use their own judgment in voting. Today the electors vote according to the popular vote.

What is the major change in the operation of the Electoral College?

- ☐ the electors use their own judgment in voting
- ☐ the electors vote according to the popular vote — the electors vote . . .

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

PM 431 - 35

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

ED 069990

THE CIVIL WAR
LEVEL: II
UNIT: 2
LESSON: 6

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

4. A federal government is one in which:

a. ☐ each state has complete sovereignty

b. ☐ neither state governments nor the central government have power

c. ☐ power is divided between the states and the central government

d. ☐ the states have no power

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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1.

You will remember from previous lessons that the thirteen American colonies formed a union at the time of the Revolutionary War, in order to defeat England. The first government set up by the newly independent states was outlined in the Articles of Confederation.

As it is used in the context above, what does the word "union" mean?

- ☐ an army
- ☐ a set of rules for forming a government
- ☐ a joining together of separate states to form a single new nation

a joining together of . . .

- ☐ a group of laborers working for their common interests

The government set up by the Articles of Confederation did not succeed because:

- ☐ the national government had too much power
- ☐ the state governments had too much power

the state governments had . . .

- ☐ the states did not all agree to ratify the Articles

1. Which of the following were issues in the Civil War?

   a. ☐ whether the federal government or the state governments should be sovereign

   b. ☐ whether slavery should be allowed

   c. ☐ whether states have the right to secede

   d. ☐ whether the United States should become involved in foreign wars

2. Which of these were results of the Civil War?

   a. ☐ Congress declared its intention to stay out of foreign affairs

   b. ☐ federal supremacy was established

   c. ☐ slaves were emancipated

   d. ☐ states became sovereign units

   e. ☐ states' rights were reduced

   f. ☐ states were given the power of nullification

3. CHECK the statements that are true.

   a. ☐ The Confederacy is the name given to the Northern states which remained in the union.

   b. ☐ Nullification refers to the right of a state to refuse to recognize a federal law.

   c. ☐ Secession refers to the right of a state to make its own laws.

   d. ☐ Sovereign means having supreme political authority.

2.

Throughout the early 1800's, the union of states, the United States, grew in many ways. New lands were added, making the size of the nation considerably larger. The population of the country increased, as did its economic prosperity. But as the nation developed, different sections of the country developed in different ways. The Northern states became primarily industrial, while the Southern states were largely agricultural. This created a conflict of interests between the two areas.

Which of the following best summarizes the paragraph above?

- ☐ The union of states grew rapidly, and became a completely industrialized nation.
- ☐ The union of states had problems because it grew so rapidly.
- ☐ The union of states had problems because different areas developed different economies.
- ☐ The union of states was successful because some states provided manufactured goods while others provided food.

. . . developed different economies

MASTERY TEST

Time started _____

3. The economic differences between the North and the South created conflicts. For example: After the Industrial Revolution, goods were being produced very cheaply in England. The British were selling these goods in the United States. In order to help the American industries stay in business, Congress passed a series of trade laws that required large taxes to be paid on goods purchased outside the United States. Those laws meant that the northern industries would prosper, and that the workers in the factories would probably get better wages. However, it also meant that inexpensive British goods could no longer be purchased by Americans. The trade laws described above benefited: ☐ the Northern states ☐ the Southern states ☐ both the Northern and the Southern states	the Northern states
4. Why would the Southern states object to the trade laws that placed taxes on goods purchased from foreign countries? ☐ because the trade laws would prevent the development of industry in the South ☐ because the trade laws would make it difficult for the Southern states to sell their farm products ☐ because the trade laws would mean that Southerners would have to pay higher prices for manufactured goods	. . . manufactured goods

NULLIFICATION	the "right" of a state to refuse to recognize a Federal law
SECESSION	the "right" of a state to withdraw from a political union
SOVEREIGN	having the final say in political matters; being the highest political authority
THE UNION	name given to the states that remained in the United States during the Civil War
THE CONFEDERACY	name given to Southern states which seceded during the Civil War
ISSUES IN CIVIL WAR	1. Which government should be sovereign? Northern states favored strong central government; Southern states favored states' rights. 2. Should slavery be allowed? Northern states opposed slavery; Southern states favored it.
RESULTS OF THE CIVIL WAR	1. federal supremacy was established 2. slaves were freed, as a result of the Emancipation Proclamation 3. states rights decreased -- secession and nullification were no longer considered states' "rights"
FEDERAL SYSTEM OF GOVERNMENT	power is divided between the state governments and the central government

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5. The Southern states were strongly opposed to the trade laws. South Carolina took definite action, by declaring that it would not obey the laws. In other words, it <u>nullified</u> the laws. South Carolina nullified the trade laws passed by Congress; that is, it: ☐ agreed to accept the tax on goods ☐ refused to recognize the tax on goods	refused to recognize the tax . . .
6. The Southern states demanded the right to <u>nullify</u> laws. This means that they wanted to be able to: ☐ change laws made by the central government ☐ make their own laws ☐ refuse to obey laws passed by the central government	refuse to obey laws passed . . .
7. The Southern states frequently fought the passage of laws they did not like by threatening nullification. The Northern states insisted that no state had the right to refuse to recognize a law passed by Congress. If states were allowed the right of nullification, this would mean that: ☐ the central government would have the final word in matters of disagreement ☐ the individual states would have the final word in matters of disagreement	the individual states would . . .

29.

In this lesson you have learned about the causes of the Civil War, and the issues that were settled by the war. You have seen how our system of government was changed and strengthened as a result of this struggle between the states. Since that time, there has never been another war between the states. Disagreements have arisen, but they have been solved by peaceful means, without the need for actual fighting among the states of the Union.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

8.

The question of which government was to have the final word -- the central government or the state governments -- was an important issue between the Southern states and the Northern states. The Northern states wanted the Federal government to have the final say. The Southern states, however, wanted the state governments to be sovereign.

From the context of the paragraph above, you can infer that the word sovereign has to do with a government being:

- ☐ dependent on other governments
- ☐ the highest authority in political matters
- ☐ a representative democracy
- ☐ ruled by a king instead of a president

the highest authority in . . .

Who wanted the central government to be sovereign?

- ☐ the Northern states
- ☐ the Southern states
- ☐ both the Northern and Southern states

the Northern states

9.

The Northern states felt that the United States would only be strong if the central government were supreme, that is, if the central government had the final say. They realized that the nation would break up as a single unit if, for example, each state could chose which laws it wanted to obey.

The Northern states were in favor of:

- ☐ Federal supremacy
- ☐ state supremacy

Federal supremacy

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26. The <u>results</u> of the Civil War were: ☐ slaves were emancipated ☐ states had the right of nullification ☐ states had the right of secession ☐ supremacy of the Federal government was established	slaves were emancipated supremacy of the Federal . . .
27. At the end of the Civil War, states' rights were reduced, but they were by no means eliminated. The central government was established as the sovereign authority, but the states still ran a large part of their own affairs. This type of system is called a <u>federal</u> system of government. You have learned that the Federal government is the central government. But in the context above, federal has a different meaning. It refers to a government in which: ☐ the central government has all the power ☐ the state governments have all the power ☐ the power is divided between the state governments and the central government	the power is divided between . . .
28. Our Constitution gives some powers to the central government, and reserves other powers for the states. This system is known as a: ☐ central system ☐ divided system ☐ federal system ☐ sovereign system	federal system

10. The Southern states were so opposed to having a sovereign central government that they threatened to withdraw from the union of states. In other words, they said that they would <u>secede</u> from the union. If the Southern states <u>seceded</u> from the union: ☐ they would still be part of the United States ☐ they would no longer be part of the United States	they would no longer be part . . .
11. When the Southern states said they wanted the right of secession, they meant that they wanted to be able to: ☐ fight a war ☐ join the union ☐ leave the union ☐ succeed	leave the union
12. If the individual states were allowed to be sovereign, they would each: ☐ be subject to the laws of the Federal government ☐ have supreme political authority	have supreme political authority
13. The Southern states wanted to be able to nullify, or refuse to recognize, laws passed by the United States Congress. They also wanted to be able to withdraw from the United States. These are both examples of the Southern states' desire to: ☐ be sovereign ☐ form a totalitarian government ☐ have a strong central government	be sovereign

23. During the Civil War, President Lincoln issued a declaration called the Emancipation Proclamation. This document proclaimed, or declared, that slavery was illegal. As a result of this proclamation, when the Northern states won the Civil War, the Southerners were forced to give their slaves their freedom. To <u>emancipate</u> means to: ☐ issue a declaration ☐ set a person free ☐ win a war	set a person free
24. The Emancipation Proclamation was a document that: ☐ declared secession illegal ☐ declared war between the Northern and Southern states ☐ freed slaves in the United States ☐ made the Federal government supreme	freed slaves in the United States
25. The <u>issues</u> that caused the Civil War were: ☐ foreign wars ☐ the states' right to secede ☐ slavery ☐ state boundaries ☐ supremacy of the Federal or state government	the states' right to secede slavery supremacy of the Federal . . .

14. MATCH the following terms with their definitions: A. being highest in political power B. passing a trade law C. refusing to recognize a federal law D. withdrawing from a political union 1. _____ nullifying 2. _____ seceding 3. _____ sovereign	1. C 2. D 3. A
15. Many Southern leaders were opposed to a strong central government. In other words, they were in favor of <u>states rights</u>. A person who is an advocate of states rights would want: ☐ the central government to be sovereign ☐ the states to be sovereign	the states to be sovereign
16. Which of the following would probably be favored by a person who believed in states rights? ☐ nullification ☐ secession ☐ a strong central government	nullification secession

21.

There were two major results of the Civil War. First, the sovereignty of the Federal government was established. The issue of state vs. federal powers was settled for the future of the country.

Secondly, the slaves were freed and slavery outlawed in the United States.

The two main results of the Civil War were:

- ☐ slaves were given their freedom
- ☐ the North and South became separate countries
- ☐ the Federal government was established as sovereign
- ☐ the states won the rights of nullification and secession

slaves were given their freedom

the Federal government was . . .

22.

Since the Federal government became the sovereign power as a result of the Civil War, the "rights" of the states were limited, although the states retained many powers. Two states' "rights" that were lost were nullification and secession.

In the government of the United States:

- ☐ states are sovereign
- ☐ federal and state powers are equal
- ☐ both states and the Federal government have powers, but the Federal government is sovereign

both states and the Federal . . .

Two states' "rights" lost by the Civil War were:

- ☐ the right to pass trade laws
- ☐ the right to refuse to recognize Federal laws
- ☐ the right of free speech
- ☐ the right to withdraw from the United States

. . . to refuse to recognize . . .

. . . withdraw from the . . .

17.

The difference of opinion between those who favored a strong central government and those who favored states rights eventually led to a war between the northern and southern sections of the United States.

As you probably know, the question of slavery was also an important issue that led to the War Between the States. The agricultural economy of the South depended largely upon the labor of slaves who were brought to this country from Africa. Many Northerners objected to the use of slaves, because they felt that it was wrong for one person to "own" another person.

MATCH the following to show how each section of the United States felt concerning the issues that caused the Civil War.

A. favored a strong central government

B. favored states' rights

C. favored slavery

D. opposed slavery

1. _____ Northern states

2. _____ Southern states

1. A, D

2. B, C

18.

Which of the following were issues which led to the Civil War?

- ☐ whether slavery should be legal
- ☐ whether state boundaries should be changed
- ☐ whether states should be allowed to nullify Federal laws
- ☐ whether states should be allowed to pass trade laws
- ☐ whether states should be allowed to secede
- ☐ whether the Federal government or the state governments should be sovereign

whether slavery should be legal

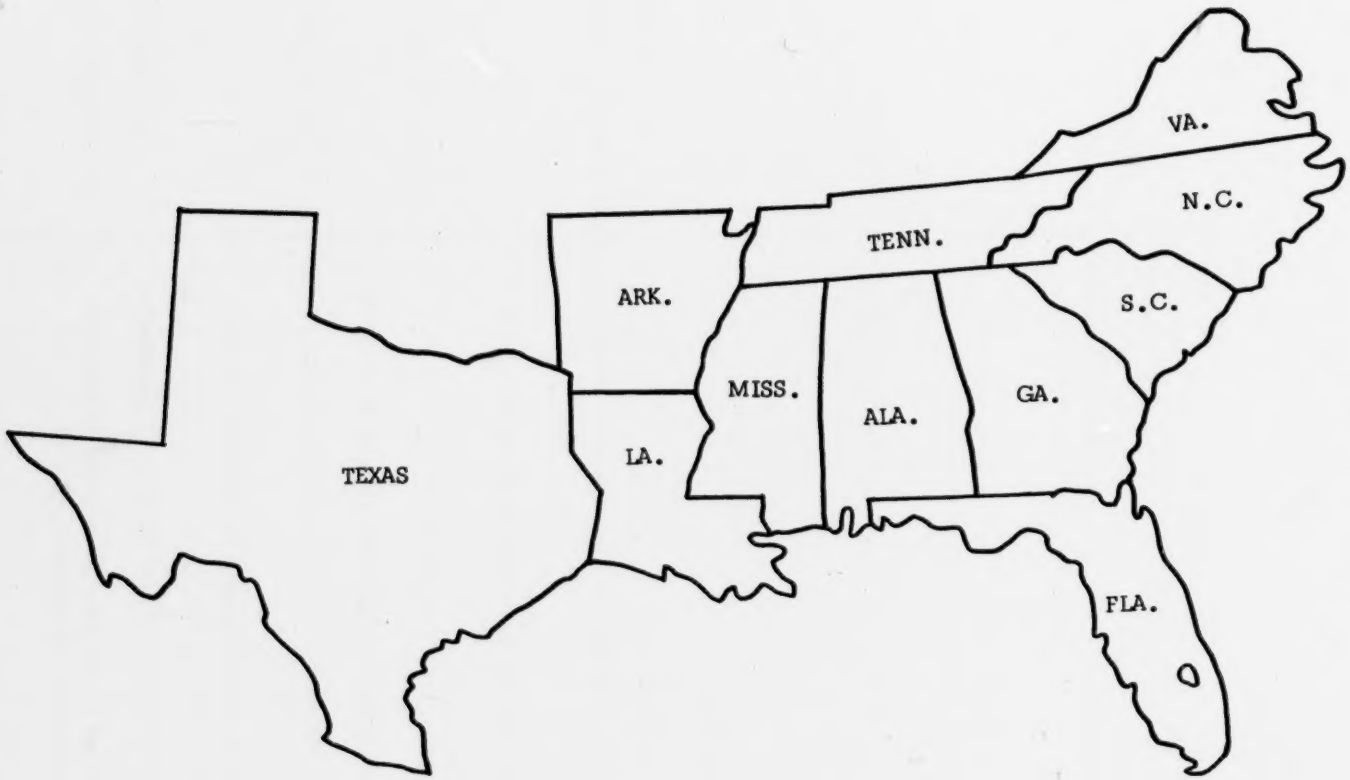
. . . nullify Federal laws

. . . be allowed to secede

. . . should be sovereign

PANEL 1

THE ELEVEN STATES OF THE CONFEDERACY



19.

REFER TO PANEL 1

In 1860 and 1861, eleven states seceded from the United States. These states formed a separate nation, called the Confederacy. The Confederacy wrote its own constitution, and elected a President and Vice-President and a Congress.

The Confederacy is the name given to the:

- ☐ Northern states
- ☐ Southern states

Southern states

What is the name given to the states that remained part of the United States? _____

the Union

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20.

INFORMATION FRAME

The Civil War began when the Confederates fired on Fort Sumter in South Carolina in April, 1861. At first the North expected to win the war in a few weeks. However, the South won the first battle of the war at Bull Run Creek and everyone realized it would be a long war.

The South won most of the early battles of the war, although they nearly always had the smaller army. In the last two years of the war, the North began to win and to gain Southern territory. The transportation and financial systems of the Confederacy broke down and its leadership weakened.

In 1865, after nine months of siege (continuous attack), Richmond, Virginia, the capital of the Confederacy, fell to the Union Army. General Robert E. Lee, commander of the Confederate Army, surrendered to General Ulysses S. Grant, commander of the Union Army, at the town of Appomatox, and the war ended.

The Southern states never united as one national unit, but jealously kept their powers and separate status. For this reason, the Confederate government could never control or utilize all its resources. The Southern states had seceded from the Union because they opposed a strong central government and they lost the war partly because they lacked such a government.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

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